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| **Grade: 11** | | **Course: English III** | | | | | **Unit: Division, Reconciliation, and Expansion** | |
| **Common Core/Essential**  **Standard #:** | | **Description: The Age of Realism**  **(1850-1914)** | | | | | **Instructional Days: 60-80** | |
| **Learning Targets:**  **Identify socio-political movements that affected American literature.**  **Compare and contrast the women’s movement to the emancipation of slaves.**  **Explain the impact of specific pieces of literature on American culture.** | | | | **Recommended Resources:**  Prentice Hall Literature  Rookies Guide to Research  Supplementary Novels and Texts | | | | |
| **Essential Terminology:**  Satire, Suffrage, Federalism, Cultural Bias, Realism, Naturalism | | | | **Online (only links specific to this standard):**  Library of Congress  UVA Crossroads | | | | |
| **Essential Readings:**  “An Episode of War” “I Will Fight No More Forever” “Emancipation Proclamation”  Sojourner Truth “Second Inaugural Address” “Life on the Mississippi”  “My Bondage and My Freedom” “To Build a Fire” “The Yellow Wallpaper”  “An Occurrence at Owl Creek Bridge” “The Story of an Hour” “We Wear the Mask”  *Huckleberry Finn The Sport of the Gods* | | | | | | | | |
| **Essential Question:**   * What are the historical significances and literary merit of these selections? * What cultural connections can we make between literature and how we live today? * How is the growth of democracy reflected in the literature? * What is Realism or Naturalism, and why is it important to American Literature? * What were the effects of the Civil War on American literature? | | | | | | | | |
| **Activating Strategy:**  Venn Diagrams, T-charts, mini-research projects, K-W-L, Journals, Webquests | | | | | | | | |
| **Suggested Instructional Tasks:**  Reciprocal Teaching  Cornell Notes  Viewer Guides  Think-Pair-Share  Virtual Field Trips | | | | | | | | |
| **Literacy Component:**  Reading: Select texts in literature and informational texts that build evaluative and analytical skills. | Writing:  Peer editing, expository, research, narrative, and synthesis. | | | | Listening & Speaking:  Audio CDs, speeches, student presentations | | | Language:  Rhetorical devices, peer editing, evaluate for structure and meaning |
| **Summarizing Strategy:**  GIST, Cornell Notes | | | | | | | | |
| **Support for Differentiation:**  ELL  Translations of texts, English/Spanish Dictionary | | | EC  Collaborative Groups, Tiered Assignments, Abridged Texts | | | AIG  Technology presentations | | |

**Sample Formative Assessment (aligned to Learning Target):**

Learning Journals/Blogs

QOD – Question of the day on Fusion.

Create a newspaper using actual news articles of the times as well as writing your own fictional news articles that relate to the specific works studied.